DOCUMENT RESUME

ED 198 748 HE 013 442

AUTHOR Richardson, Richard C., Jr.; Walsh, Richard T.
TITLE Differences and Similarities in the Practices of Institutions Offering the Ph.D. and Ed.D. Programs in Higher Education.
INSTITUTION Arizona State Univ., Tempe. Dept. of Higher and Adult Education.
PUB DATE [78]
NOTE 13p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Comparative Analysis; *Degree Requirements; *Doctoral Degrees; *Doctoral Programs; *Education Majors; Followup Studies; Graduate Study; Higher Education; *Postsecondary Education As a Field of Study; Professional Education; Schools of Education; School Surveys; Trend Analysis

ABSTRACT

The differences between the Ph.D. and Ed.D. degree programs were studied as a follow-up to 1960 and 1970 surveys of graduate institutions. Questionnaire responses were received from 38 graduate institutions: 12 offering only the Ed.D., eight offering only the Ph.D., and 18 with both degrees. The trend toward similarities between the two degree programs indicated by the previous surveys has continued at least in the field of higher education. The only major difference concerns the administrative unit: a majority of Ph.D. programs are administered by the graduate college, while the administration of Ed.D. program is administered by the graduate college or the college of education. The length of the two programs are the same, and the lack of a foreign language requirement is common to both degrees. Statistics and research design are required by more than 80 percent of both programs. Examination requirements are similar, and less than four percent of either program permits deviation from the traditional dissertation. References are included. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ARIZONA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF HIGHER AND ADULT EDUCATION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Richard C. Richardson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Differences and Similarities in the Practices of Institutions Offering the Ph.D. and Ed.D. Programs in Higher Education

by

Richard C. Richardson, Jr. and Richard T. Walsh

ED198748

There has been continuing interest in the nature of differences between the Ph.D. and Ed.D. degree programs in higher education. Historically, the Ph.D. was awarded in the Arts and Sciences. However, the growth of professional schools and their interest in awarding the Ph.D. caused concern among Arts and Sciences faculties in four main areas:

1. They doubted that professional fields possessed a body of scholarly knowledge suitable for offering the Ph.D.
2. They objected to the research topics considered suitable by professional groups.
3. They disapproved of the tendency to use unorthodox research tools and techniques.
4. They opposed waiving the foreign language requirement. (Hollis, 1945)

HE 013 442

In the field of education, these differences led in 1922 to the creation of the Ed.D. at Harvard University. (Spurr, 1970). The degree was designed to serve the practitioner.

In the years that followed, the Ed.D. grew in popularity

more rapidly than the Ph.D. (Eells, 1962). Despite the original intent of creating a separate but equal degree, the Ed.D. came to be regarded as an inferior doctorate. However, it was easier to obtain than the Ph.D. and its holders were found in proportionately the same positions as holders of the Ph.D. Over time, the two degrees have tended to converge (Hollis, 1945).

In 1960, the American Association of Colleges for Teacher Education surveyed 81 institutions that offered the doctoral degree in education. As a result of their analysis, they concluded:

> ". . . the data did not reveal as much differentiation between the two degrees as traditional statements of purpose would have indicated." (1961, p.73)

They did find that the Ph.D. still retained emphasis on two foreign languages or some flexible foreign language requirement. Less than four percent of the Ph.D. programs permitted deviation from the traditional dissertation requirement while 22 percent of Ed.D. programs did. In addition, a number of Ed.D. programs were assigned to the administrative jurisdiction of the College of Education, while Ph.D. programs were almost exclusively administered by the Graduate College.

Ten years later, the 1960 study was replicated. The conclusions this time, in part, read:

> "Traditional statements of purposes of the two degrees stress the differentiation between these programs. The data generated in this study did not reveal differences to the degree expected. In fact, there was a surprising level of similarity existing between the two programs." (1971, p.67)

The study revealed: (1) a trend toward elimination of the foreign language requirements; (2) virtually no differences in dissertation requirements: and (3) a decrease in programs administered exclusively by either the College of Education or the Graduate College. The group concluded:

> "This study indicated the purposes and functions of the Ph.D. and Ed.D. were perceived to be quite similar." (1971, p. 72)

What has happened since 1970? More specifically, what are the practices in the field of Higher Education? To get the answers to these questions, a modified version of the 1960 and 1970 surveys was mailed to 68 graduate institutions listing faculty as members of the Association for the Study of Higher Education (ASHE). An initial mailing and one call-back resulted

in the return of surveys from 46 institutions, 38 of which provided information usable for the purposes of this study. These responses were then tabulated and analyzed on two levels: (1) total completion of all responses; and (2) a compilation of responses based on the degree offerings of the institution - Ed.D. only, Ph.D. only, or both.

The survey responses represented 26 Ph.D. programs and 30 Ed.D. programs with the following breakdown by institution: twelve offering only the Ed.D., eight offering only the Ph.D., and eighteen with both degrees. These institutions awarded a total of 500 Ph.D.'s and 443 Ed.D.'s during the three year period, 1975-1978. The data from Nova University has been excluded since they reported 571 Ed.D.'s for the same period representing more than all the other institutions offering the Ed.D., combined.

During the 1977-78 academic year, these 38 doctoral programs enrolled 1752 students. Of these, 601 were enrolled full-time (nine or more semester hours) and 1151 were part-time, almost a two to one ratio.

Enrollments were distributed almost equally between the Ph.D. and Ed.D. programs, with only a slight margin in favor of the former.

DESCRIPTION OF THE PROGRAMS

Better than half of the programs are organized as programs within a department. Another 30 percent function as separate departments. All but one of the institutions indicating an

"organized separate department" are institutions that offer both degrees. In contrast, those institutions offering one degree tend to be organized as programs within a department. On the average, during the 1977-78 academic year, these programs included four full-time and five part-time faculty concerned with preparing professionals for positions in the field of higher education.

Slightly over one-half of the institutions require an earned Master's degree for admission. In addition, better than 75 percent place importance on the undergraduate grade point average and more than 90 percent require either two or three letters of recommendation. Slightly more than 75 percent of these 38 institutions make use of entrance examination scores with a definite preference toward the Graduate Record Examination. Approximately seven out of every ten institutions allow provisional status. Only one-third of the institutions required personal interviews. Another 40 percent indicated the personal interview, while not required, was highly recommended.

In addition to any foreign language requirement, the following courses were designated as core subjects required in doctoral programs. The number in parenthesis following each is the percent reporting that requirement:

Administration of Higher Education (73)
History and Philosophy of Higher Education (62)
Curriculum and Instruction (49)
Higher Education Finance (41)
Community Junior College (35)

Only those courses reported by more than one-third of the institutions have been included. The estimates of time required for degree completion ranged from two to five years, depending upon whether or not a student could devote full-time to the program.

Those institutions offering both the Ph.D. and the Ed.D. differ from all institutions in several ways. The average faculty size increases to six full-time and six part-time; more programs require a personal interview; and the estimates of time in years for degree completion shortens to from three to four and one half years. These differences probably reflect the greater enrollment of full-time students in these programs. Only fifteen percent of institutions offering one or the other of the two doctorates indicated any plans for offering the second degree.

COMPARISONS BETWEEN ED.D. AND PH.D. PROGRAMS

The data from this survey is quite similar to the surveys of 1960 and 1970 and suggests a continuing convergence of the two degree programs. There are far more similarities than differences indicated with those differences emphasized by theory and history failing to materialize.

The one major difference that did present itself involved the unit having administrative responsibility within institutions offering both degrees. Most of the Ph.D. programs are administered by the Graduate College (52 percent) or a dual arrangement of the Graduate College and the College of Education (27 percent). Conversely, the Ed.D. programs are administered either by the

Graduate College (40 percent) or the College of Education (40 percent).

The only other area of difference involves the foreign language requirement; five of the 26 Ph.D. programs have foreign language requirements. Of the five with a requirement, four have policies that permit a waiver. Only one institution retains foreign language as a requirement.

Many similiarities are highlighted as a result of the survey. These include:

- On the average, both the Ph.D. and Ed.D. programs require 93 graduate hours to earn a doctoral degree (range 60-180). For institutions offering both degrees, the requirement is the same for both programs in 72 percent of the institutions.

- On the average, both the Ph.D. and Ed.D. programs require 50-60 hours beyond the Master's degree (range 32-68). The policy is the same for both degrees in 72 percent of the institutions that offer both degrees.

- Only one Ed.D. program and one Ph.D. program report the absence of a residency requirement for earning a degree.

- Thirteen of eighteen programs offering both degrees have identical residency requirements for both degrees.

- Better than 80 percent of both degree types require statistics and research design.

- A formal dissertation is required in all but one of each program type.

- Examination policies for both the Ph.D. and Ed.D. programs are quite similar:
  - 73 percent of Ph.D. programs require admissions examinations as compared with 60 percent of Ed.D. programs.
  - 89 percent of Ph.D. programs require candidacy exams compared with 84 percent of Ed.D. programs. A combination of written and oral is the most common for both degrees.
  - 89 percent of Ph.D. programs require an oral dissertation examination compared with 93 percent for Ed.D. programs. These percentages converge when considering only those institutions offering both programs.

Respondents from programs offering both Ph.D. and Ed.D. were asked to indicate whether significant differences in

specific areas exist between the two degrees as they currently function. The responses are illustrated in Table I. Of the eleven areas surveyed, none revealed a majority of responses reporting the existence of a significant difference. In five areas (statistic requirements, purpose, course distribution requirements, research competence, and type of dissertation) enough responses reported a significant difference to make these areas worthy of further consideration.

TABLE I: Differences between Ph.D. and Ed.D. programs at Institutions Offering Both Degrees.*

AREA OF DIFFERENCE	DOES A SIGNIFICANT DIFFERENCE EXIST BETWEEN PH.D. AND ED.D.?	
	Yes (%)	No (%)
1. Purpose: Actually prepares researchers or practitioners	40	60
2. Course distribution requirements	40	60
3. Total course hour requirements	12	88
4. Language requirements	26	74
5. Statistics requirements	47	53
6. Research competence	47	53
7. Internship requirements	33	67
8. Residency requirements	26	74
9. Type of dissertation	47	53
10. Examinations	20	80
11. Admissions requirements	26	74

*Based on Fifteen responses.

Table I suggests that the differences reported between the Ph.D. and Ed.D. by professionals in the field of higher education are more philosophical than operational. Inconsistencies were observed between the perceptions of differences as reported for this table and responses on the rest of the survey.

SUMMARY

The trend toward similarities and convergence indicated in the 1960 and 1970 surveys has continued at least in the field of higher education. The only major difference identified concerned the unit within the institution responsible for administering the degrees. A majority of Ph.D. programs are administered by the Graduate College while the administration of Ed.D. programs is divided between the Graduate College and the College of Education.

Ph.D. and Ed.D. programs in higher education are more similar than dissimilar in those areas reported to be different traditionally. The length of the programs was the same. The lack of a foreign language requirement was common to both degrees. Equal percentages of both programs include residence requirements and these are quite similar. Statistics and research design are required by more than 80 percent of both programs. Examination requirements are similar and less than four percent of either program permits deviation from the traditional dissertation. These similarities persisted even when considering only those institutions offering both degrees.

Any differences that may exist between the two degrees are not evident from an examination of explicit practices of the programs responding to this survey.

REFERENCES

The American Association of Colleges for Teacher Education The Doctorate in Education:An Inquiry into Conditions Affecting Pursuit of the Doctoral Degree in the field of Education. Volume three- Conference Report. Washington, D.C.: AACTE, 1961.

Berelson, Bernard Graduate Education in the United States. New York: McGraw-Hill Book Company, 1960.

Brown, Lawrence D.; and Slater, J. Malone The Doctorate in Education: An Inquiry into Conditions Affecting Pursuit of the Doctoral Degree in the Field of Education. Volume I-The Graduates. Washington, D.C: AACTE, 1960.

Carmichael, Oliver C. Graduate Education: A Critique and a Program. New York: Harper and Brother, Publishers, 1961.

Eells, Walter Crosby Degrees in Higher Education. Washington, D.C.: The Center for Applied Research in Education, Inc., 1963.

Ferguson, Donald G. "Basic Requirements and Conditions Affecting the Pursuit of Doctoral Degrees in Education." Unpublished Doctors Dissertation, The University of Denver, Co., 1960.

Grigg, Charles M. Graduate Education. New York: The Center for Applied Research in Education, Inc., 1965.

Hollis, Ernest V. Toward Improving Ph.D. Programs. Washington, D.C.: American Council on Education, 1945.

Mayhew, Lewis B.; and Ford, Patrick F. Reform in Graduate and Professional Education. San Francisco: Jossey-Bass Publishers, 1974.

Moore, Harold E.; Russel, John H.; Ferguson, Donald G. The Doctorate in Education: An Inquiry Into Conditions Affecting Pursuit of the Doctoral Degree in the Field of Education. Volume II - The Institutions. Washington, D.C.: AACTE, 1960

Schweitzer, George K. The Doctorate: A Handbook Springfield, IL: Charles C. Thomas, Publisher, 1965.

Spur, Stephen H. Academic Degree Structures: Innovative Approaches: Principles of Reform in Degree Structures in the United States. Report prepared for the Carnegie Commission on Higher Education. New York: McGraw-Hill Book Company., 1970.

Walters, Everett Graduate Education Today. Washington, D.C.: American Council on Education, 1965.

RESPONDING INSTITUTIONS

Arizona State University
Auburn University
Boston University
Claremont Graduate School
Columbia University-Teachers College
Indiana University
Iowa State University
Kansas State University
Memphis State University
Michigan State University
Mississippi State University
Montana State University
Nova University
Pennsylvania State University
Stanford University
State University of New York at Buffalo
Texas A & M University
University of Arizona
University of Arkansas
University of California, Berkeley
University of Denver
University of Florida
University of Georgia
University of Iowa
University of Kentucky
University of Massachusetts
University of Michigan
University of Nebraska
University of Oregan
University of the Pacific
University of Pittsburg
University of Texas at Austin
University of Utah
University of Virginia
University of Wyoming
Virginia Polytechnic Institute
Washington State University
Wayne State University